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Vol. XII.

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VOL. XII.

ST. LOUIS JAN., 1879.

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ST. LOUIS, JANUARY, 1879.

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A NEW YEAR'S GREETING.

THE following telegraphic dispatch explains itself:

LITTLE ROCK, Jan. 1, 1879.

J. B. MERWIN, Managing Editor:

Supt. Denton, Prof. Savage, and myself send greeting—and congratulate you and the teachers of Arkansas on the unanimous action of the State Teachers' Association in securing the AMERICAN JOURNAL OF EDUCATION as the official organ of that body.

Prof. Denton will be the managing editor, with O. F. Russell of the Industrial University of Fayetteville,

Prof. Savage, Helena, Prof. Parham and Miss Brooks, Principal and First Asst. of High School, Little Rock, as associate editors.

The educators of Arkansas look for brighter times in public school matters, as the grand result of the Association just successfully closed.

Respectfully, L. S. HOLDEN.

The officers of the State Teachers' Association for the ensuing year are Prof. R. H. Parham, Jr., Little Rock, President; Miss J. Kenneor of Little Rock, Vice President; H. C. Hammond of Little Rock, Secretary.

We shall hope to give further information in our next issue.

THE MISSOURI ASSOCIATION.

THE Missouri State Teachers' Association met in four sections, at Farmington, Springfield, Macon and Kansas City, Dec. 26, 27 and 28. More than 600 teachers were in attendance, and the addresses, papers, and discussions are reported as able, interesting and practical. Our space does not permit details. The next annual meeting will take place the last week in June, at St. Louis.

The great body of Missouri educators are a unit in earnestly asking such legislation as will secure

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166 BOULEVARD MONT PARNASSE, PARIS, Dec. 5, 1878.—DEAR SIR: In recognition of your eminent services as an educator, and of your valuable set of reports contributed to the educational exhibition of the United States at Paris, the Minister of Public Instruction of France has issued a decree constituting you "Officer of the Academy." In due time the insignia of this Order of the University of France, consisting of a silver wreath of palm, suspended from a purple ribbon, and a diploma, comprising the degree, signed by the Minister, will be forwarded you.

In the meantime I hasten to congratulate you with all my heart on the honor of this decoration, which is so well deserved.

I beg leave to add that your set of reports has been placed in the Pedagogical Library which the Minister is now organizing in the Palais Bourbon, where it will be accessible to all the teachers and educators of France. Yours, most truly,

JOHN D. PHILBRICK,
Commissioner of Educational Department of the U. S. Exhibition at Paris.
To W. T. Harris, LL. D., Superintendent Schools, St. Louis, Mo.

EDUCATION IN THE SOUTH.

SAYS the New Orleans Democrat: "A most flattering report comes from all the Southern States in the matter of public education. There never have been so many schools open in South Carolina as at present, and the attendance of colored children at these is extraordinary. The same can be said of Alabama, where, as some of the papers in the central portion of the State declare, the negroes show more disposition to take advantage of the public schools than the whites. We all know how it is in this State. In the last campaign the Democratic leaders promised the negroes schools, and they have nobly

kept their pledge. This is appreciated by our colored people, who are wisely taking advantage of the opportunity offered them to secure an education. Texas has a larger number of flourishing private schools than ever before.

It is impossible to estimate the improvement among them just yet; the new regime has not been in power long enough for that. The school returns of a neighboring State, however, Georgia, enable us to see how much has been done for the people in the way of education. In 1874, there were 186,244 educatable persons in that State between the ages of 10 and 18 unable to read and write most of them ignorant negroes. To-day there are only 85,630."

ARKANSAS.

We learn by telegraph, just as we go to press, that the State Teachers' Association of Arkansas, by a unanimous vote, made the AMERICAN JOURNAL OF EDUCATION their "official organ." The following editors were elected: Hon. J. L. Denton, State Supt. of Public Instruction, R. H. Parham, Jr. and Miss Ida J. Brooks of Little Rock; Prof. O. F. Russell of the Industrial University of Fayetteville, and Prof. M. Savage of Helena.

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The classes are not separated by intervals of one year in their work, but by irregular intervals varying from six weeks to twenty. It is considered desirable to have these intervals small, so that reclassification may be more easily managed.

Pupils who fall behind their class for any reason (such as absence, lack of physical strength or of mental ability) may be reclassified with the next lower class without falling back a year, and thus becoming discouraged.

Pupils who are unusually bright or mature, may be promoted to the class above, or form new classes with the slower pupils of the class above, who need to review their work.

Thus it happens that in a district school there is a continual process going on, the elements of which are as follows:

(1.) The older and more advanced pupils are leaving school for business or other causes. This depletes the classes of the most skillful and best paid teachers, who are usually placed in charge of the most advanced pupils.

Again, there is at all times of the year an influx, into the lower grades, of pupils who have just completed their sixth or seventh year, and are now anxious to begin their school career.

Thus the pupils in the primary rooms of our schools tend continually to be over-crowded. (2.) To correct this continued tendency which over-crowds the rooms of the least skillful and poorest paid teachers, and gives small quotas of pupils to the most skillful and best paid teachers, from time to time (usually once in 10 weeks but oftener in some schools), each class is sifted, and its most promising pupils united with what remains of the next higher class: (i. e., with the not-promising portion of it—those who for absence, or dull intellect, or weak will, fail to keep up with the best).

(3.) To make room for this transfer a portion of the highest class is sent to the Branch High Schools.

(4.) The number changed from class to class is usually small. The disturbance in classes is very slight compared with the advantages gained by the

teacher in being relieved of the necessity to drive the laggards, and drill and cram them to make them keep up with the average of the class.

The teacher was once obliged to spend most of her time upon the dull ones in the useless endeavor to force them to make up lost time, or to equal the strides of the more mature, more regular, or more brilliantly gifted pupils, and, of course, these latter pupils lost proportionately, and the net result of the process was to overwork the incompetent, and to hold back the competent ones.

The teacher, in the vain effort to hold together the extremes of her class, separating more widely every day till the end of the year, became cross and petulant, and sank continually into the abyss of drill-machine pedagogy.

Under our present system we can make room when needed in the lower grades, and fill up the classes of our skillful and high-priced teachers."

PERSONALITY.

AS successful methods of teaching are generalized more and more into principles, and as the growth of large and still larger cities makes necessary a system by which many teachers can work harmoniously under one head, we develop a great danger in our schools. We are apt to think that the power of our schools lies in the system—in the particular way in which things are done in one particular city, we forget the truth which can never be often enough repeated that, after all is said and done, whether we consider public or private teaching, success or failure is a mere question of individuals.

We often hear one say: "I do not like the 'system' of the public schools; such and such things are said and done in the room where my boy goes." And we have often answered, "It is not the public schools that you should blame, but the teacher who has charge of the room. It is not a question of system but of individual people."

If we call to mind those who have made for themselves honored names in the ranks of teachers, we shall uniformly find that they have been, whether men or women, persons of strong individuality, and that the influence which they exerted on their pupils was through the weight of their own characters rather than through their learning. Dr. Arnold, of Rugby, and Dr. Taylor, of Exeter, are marked examples. They impressed their pupils by the force and strength of their own characters—they held them by this, and the recognition by the pupil of this character was the vivifying power which commanded respect and attention, and which woke up the previously dormant energy of many a boy. In the presence of such men there could be no sham, whether spiritual or intellectual. It is only the weak and nameless characters that are satisfied with half-work. In a grand manly or womanly character there is a tonic

influence which gives health and strength to all that come within its influence. That even the shadows of the apostles had healing power is no marvel to those who have been under the influence of such teachers.

To their genuine earnestness their pupils bow; and they feel a respect for the work which is done in such a spirit. Not only their daily lessons, but all life puts on a nobler form and seems no longer petty and mean. And this influence is not merely temporary. Nothing is more sure than that inspired teachers live again and again in the lives of their pupils.

In all the relations of life there are few that are so intimate as that of teacher and pupil, when it is any relation at all. The one mind works directly upon the other with a force which is scarcely ever existent under other circumstances, and the influence is beyond all computation in its intensity.

It is then the main and all-important question, not whether a child is going to a public or a private school or is under a tutor, not in what class he is or what is the course of study. The question is to whom, to what person is the child going? What personal influence is that which his soul is daily receiving?

Is it that of a strong, fresh, vigorous and inspiring individual character—or is it that of a half-awake, sense-crystallized mind.

Is that one teacher a living personality or is she only one wheel in a system? That is the grand question.

ANNA C. BRACKETT.

SINGLE OR DOUBLE TRACKS.

THIS is a question for every teacher to decide at the outset. She is engaging in a work which, if well done, is the severest tax upon the life force that one can possibly imagine. In no other profession is there such a constant drain of actual vitality—of brain force. Now if she is to undertake this—we are speaking only to those who are in earnest—can she afford to take upon herself also the duties of a woman of society? Can she give of her life all day and then give all the evening and till late into the night? How long will a candle last if it is burned at both ends? That is a simple question.

She must then make up her mind at the start whether she is going to lay down a single or a double and treble track. She can lay down as many tracks as run out of the great Chicago depot if she will, but if she attempt to run trains on all of them she will soon get into difficulty, and will waste much of the energy which ought to have been spent on her legitimate work in train-dispatching. Then the school work is half done, and when this is the case one soon loses all relish for it. We never like what we do not do well. This is a divine discontent, and bears witness to the fact that we might be better than we are. When we see a man or a woman who works lovingly and with appreciation

of his own efforts, we see one who is working thoroughly.

Over and over again our teachers break down, not from over-work in the school-room—though that may be—but from an effort to run too many trains on different tracks at the same time.

A single track and trains all going one way, and the result must be success in whatever line we work, and teaching is no exception to general rules, but a multiplicity of tracks and a constant complication, and the result will be, as Mr. Micawber pithily remarks—"misery." It may not be this year or next year but it is only a question of time.

Such is the plain and simple truth—that he who runs may read.

Half an Hour Each Day—A New Year's Resolution.

YOUR child is yet in school, and brings thence books for home-study. Two children or more in the same condition. So much the better for your welfare and pleasure, as well as theirs, if you are faithful.

A New Year's resolution which we offer and urge on you, is this: Give half an hour each day to your children's studies; to examine what they are doing and how they do it; to explain and simplify their puzzles; to encourage and uphold their zeal.

Give the half-hour, whether or no, even if you are tired, or stupid, or not learned, or do not wish to, or want to do something else.

Give the half-hour during one month, at least, to try it fairly, and see how it works on their minds and on your own.

You can not? We say you can.

You will not? We say you will be the loser, now, and for life, if you do not know nor even care enough for your own flesh and blood to do this much for them.

If you can not go over all the ground in some of their studies for want of time or of previous education, yet do all you can.

Do it if they are bright and studious and docile, in order to understand their gifts and growing culture. Do it very faithfully, all the more, if any one of them is dull, slow, hates to learn, and has a weak mind, for the parent ought to aid his child as its best friend, more than a teacher usually can or will. If you will not enlighten, inspire, and lift up your child; how much can you claim of others, or how can you appreciate the efforts of others to benefit and develop him? Did you ever read how John Ruskin's mother tended him, or how Mrs Wesley trained her offspring?

Go far beyond what the law demands of you as a parent—for the bodily welfare of your family—food, clothing, shelter.

Go far beyond the lower animals as led by a blind instinct, by which the bird teaches its brood to fly, to feed, to hide, to sing; by which the cat teaches her kitten to hunt, to scratch, to run; defending, supplying, cleans-

ing and fondling them as long as they need the parent's care. You can not? We answer you can, if you will; or else the Creator has dealt more bountifully with them than with you. Try what you can do, and you will gain power.

The instinct of parental love is powerful and beautiful, and most needful, for without it the helpless young must starve to death. High above instinct, the reason and intelligence of human parents ought to be guided by affection and unswerving will, through any and all self-denial it may require, to benefit the child's whole nature, and to benefit most the highest parts of that nature.

"The body is more than raiment;" the mind is more than the body; the soul is more than the mind.

Give the half-hour each day to the mental and moral culture of your children, if you really care for them as more than mere bipeds—healthy, strong, well-formed and well-developed bipeds. Do you spurn the imputation? But what are you doing yourself to educate, stimulate, cultivate and unfold their best powers? We beg you to take this New Year's resolve, and the sooner the better, that you will know and will help your own children as your Creator designed you should. Do them justice.

For what reasons? To make them your best friends for life. To present them as well-trained citizens to your country. To reap, in your old age, the rich harvest of your labor. To endow them with resources and a patrimony that never can be lost or impaired, unless by disease, or insanity, and even then but for a little while. To prepare them for immortality.

L. W. HART.

BROOKLYN, N. Y.

ADORN YOUR SCHOOL ROOMS.

THE *Golden Rule* says:

"Wherever there is a homelike atmosphere, children are better and sweeter. Surroundings are of nearly as much account to the little ones as to grown folks. They may be even more, since childhood learns from impressions and is developed by their influences.

Now, cosiness is one of the elements of a loved home. The children who have pretty rooms and cunning little corners for their own small "fixings" are, we will warrant, the children who do not continually run in the streets. Make your home attractive to them and they will gladly stay there. A school-room should be a kind of home. It should be *made attractive*.

The children should be happy in the thought of going to school, and they would be if it were made a pleasant place.

Our teachers would encourage the pupils by bringing with them from home any little ornament or pictures which they may have, and they would be astonished at the delight displayed by their pupils, and the wonderful transformation which

would take place in the too often barren, unsightly, and uncouth apartments in which they are obliged to spend half of all their days.

There is no collection of children who are too poorly off in this world's goods that some of them may not be able to contribute some beautiful object to the school-room. Little ones in the country speak out the longing for the beautiful when they gather from their gardens the morning bouquet for 'teacher's desk.'

The pretty additions to the usual utter blankness of the school-room cost nothing but a little pleasantly spent time. The value of them cannot be estimated. The smaller pupils cannot study constantly. They are not habituated to it nor fitted for it. Their untrained eye must wander, and their untrained thoughts will wander too. Supposing they look about them on a plain, dazzling white wall. What ideas can they gain from it?

A little money and a little time are all that are needed to make your school-rooms happy home-rooms for the children."

YOU CAN HAVE IT.

EVERY TEACHER can now easily secure "Webster's Unabridged Dictionary." No matter what you do, or where you go, this invaluable work furnishes you, and your friends too, with a vocabulary of 120,000 words. It is equivalent to a library of 22 volumes—which would cost you in cheap binding, \$40.00.

You can get the dictionary *now*, sent to you by express, for 12 subscribers to this journal at \$1.00 each. Surely you can easily secure these 12 subscribers at this price.

The *Canada Journal* quotes the following, bearing directly on this point, from a teacher of large experience:

"The greatest mistake I ever made"—said a veteran teacher the other day, "was when I spent my first fifty dollars for board and clothes instead of books. I ought to have bought an 'Unabridged Dictionary,' Marsh's *Lectures on Language*, Hallam's *Introduction to the Literature of Modern Europe*, Macaulay's *History of England*, and to have made my landlady wait until the next windfall." Many young teachers would, no doubt spend freely their final dollars for books if they knew precisely what would be the best selection to make."

The first essential thing is an "Unabridged Dictionary."

Now you can get it by paying express charges, and sending us 12 subscribers for one year to this journal, at \$1.00 each.

We are always in danger of forgetting that a part, perhaps we should say the most important part, of education is the formation of character.

Now, character is formed by the motives under which we are accustomed to act in our earlier years. There is something nobler even than knowledge, and that is the spirit in which a man pursues it and employs it.

THE WILL, OR MOTIVE.

FRED is very playful, fond of fun, but never meaning any malice. He is like a sharp-shooter, always wide-awake for a target to hit, watches for game, and evidently sees it, on the wing or on foot.

Prof. — is equally sharp-eyed, and usually catches the rogue in the act, or soon after.

Fred is bright, affectionate and honorable, but he does not feel at all the need of hard study, nor the imperative necessity of order in the school, to the extent of checking his sport from the right motives.

Prof. — and Fred are antagonists, therefore, so far as the frolic goes; one is bent on maintaining due discipline, the other is equally bent on his own amusement. It is a constant struggle for days, and weeks, and months together, with victory, usually, on the side of the Professor.

The better way is to harmonize the pair, to enlighten the boy, to enlist his good-will, to show him the two sides, to convince him that he can have the most fun and the best fun if he takes the proper time and place for it. To do all this, is a matter of time and genial purpose, nay, of iron will. Gain the boy, and we gain the battle once for all. Once gained, the boy sets out to conquer his own faults, and to co-operate with the teacher as his true friend, neither playing nor aiding others to play in school-hours.

Fred may not have enough to do to keep him very busy. Or, he may be proud of his smartness or gifts in some direction that is excellent. Employ him to advantage. Follow it up closely. Learn his peculiarities and use them for his benefit. More work, less play.

Fred may not have a very good mother or father—they may be incapable of controlling him in the best way.

If so, the work for the teacher is much greater and much harder, but it must be skilfully done; even though it is often the gigantic labor of counter-acting and revolutionizing the habits of five years growth in a few months. If not done somewhere, the boy is practically lost. The rescue of the energetic character from the tyranny of folly and frivolity is all-important; the means of securing it must be well-chosen and adroitly employed.

We take the very high ground that but very few pupils in a hundred, on the average, are deliberate offenders, doing wrong from any wicked purpose, and it is not of that very small proportion we now speak.

Always discriminate the motive, or the spirit of the act. We thereby ascertain the degree of blame or guilt in the act, and adapt ourselves accordingly. The very same act or deed may be from a mere childish whim or sudden impulse of his boyish nature, and not very culpable, or it may be from reckless roguery and malice premeditated—the habit of utterly defying law and order—deserving of much graver blame and severer measures of restraint or of penalty.

Always impute the best motive or as little of badness as possible, unless you expect—as you deserve—to incur the utter loss of the scholar's respect for your sound judgment and love of justice, as you must, if he becomes convinced that you are a blunderer or an unjust judge.

The will of the doer decides the nature of the deed in the realm of morals.

Always ascertain the real state of the case before you pass sentence. The offender may have meant no wrong. If so, never impute any, but show him the nature of his fault. The trial of school offenses is apt to be fearfully one-sided, without appeal, without evidence and, worst of all, without direct reference to winning over the little culprit as a friend of order and lover of knowledge. This ought to be the chief end of all school punishments, of whatever nature, influencing the will to act henceforth strongly in the right direction.

Once blame or punish a child unjustly, and you have inflicted on his moral nature an incurable and festering wound.

L. W. HART.

BROOKLYN, N. Y.

USE THE BLACKBOARD.—In teaching writing, the copy-book gives the form, the blackboard should be used to give ideas, with reference to the formation of letters. At the blackboard, the teacher can take one element at a time, and fix the attention of the class on that alone; the chart is crowded with elements, and to look at it simply leads to confusion. All experienced teachers of writing know that most of their work in teaching the subject consists in correcting the errors made by their pupils. These errors may easily be classified and explained on the blackboard. This can not be done by means of a chart alone.

STEADY PROGRESS.—In all respects, says "The *Canada School Journal*," the year has been one of steady progress in educational matters in Canada. There have been no startling developments, but the reports from all parts show that the interest of the people in the high and public schools was never greater than at present.

No clearer proof of this can be given than the fact that, although times have been hard, there were more splendid school buildings erected during the past year than ever before. Salaries, too, have gone steadily up, notwithstanding the agitations in favor of reduction in many parts of the United States.

A correspondent of the Boston "Journal of Commerce," writing from this city, tells of another invention which has been kept secret pending the procurement of patents, and which, with power derived from a spring like that of a clock, furnishes an electric light of great brilliancy. It is said that the whole apparatus occupies no more space than an ordinary lamp, that it can be sold for six dollars per lamp, and that the light itself will only cost half a cent per hour.

A DEATH-BED MESSAGE.

MRS. J— had two sons in my school—Charles and George—two sons of excellent spirit and good talents, gentlemanly, refined, kind-hearted, yet energetic, thorough, studious and pushing. They needed the rein rather than the spur as far as books were concerned, yet played with all the zest and zeal of vigorous boys, at the right time.

Once, and only once, had I seen their mother at home—a home of taste, culture and genial piety.

During their second year in my school, the mother's health gave way, under a severe cold, which led to a cough, and that to consumption. From them I heard of her ill-health, and yet not in such terms as to alarm me with any fears of a fatal termination. But it was destined to prove so, and the sad news came one day to me, with an unspeakable shock, that Mrs. J— was dead.

When the funeral services were held at the house, I attended among the bereaved, for the good qualities and demeanor of the sons evinced the excellence of the mother's instructions and the purity of her example.

Not long after, Mr. J— took occasion to communicate to me a message which came from her lips only a short time before she died, a message which it has often saddened and solemnized me to remember:

"Tell Mr. H— that it is my earnest request that he will be a friend to my boys as long as they and he shall live."

Alas! it was not to be a long time, for in early manhood they both died, not many months apart, and in such a spirit as to show fully that they were prepared to follow and join her in the better world.

That sainted group above are still a bright vision and constant incitement of fidelity, sympathy and energy to me, and will be till I am summoned, if it please God, to meet them on high—three friends of mine.

The teacher has greater power and influence than is usually realized—even where he deems his work least successful. Let us

"Allure to brighter worlds,
And lead the way."

Let the New Year be a season of heart-searching, holy purpose, and new devotion. H.

WHAT WE NEED.

Editors Journal:

OUR school system needs to be made more effective. It is not enough that children should have the opportunity to acquire an education. Neither is it politic that people be privileged to be ignorant, for we feel the effects of privileges neglected and opportunities unimproved, in that we have not developed (in an educational direction) to that extent that it was the common school system's intent. Children are to be found in sight of a school house, some rich, some poor, healthy, and of mental susceptibility,

yet ignorant. These ignorant children do not change in this particular in becoming citizens. Thus we find society. What we need is individual intelligence, enlightened souls, every person removed as far from ignorance as possible.

Common schools allow, or at most invite us to partake, while if our mind is not eager for enlightenment, we resent the offer, and thus benighted wend our way through the world; lowering society by increasing ignorance, weakening the State by supporting prisons and poorhouses, and corrupting the nation by vice and crime.

It is our imperative duty and privilege to educate ourselves and our offspring, yet we do not, all of us, do our duty. On account of our own ignorance, we allow our children to consult and be governed by their untutored judgment and reason, in regard to their mental taxation, or at option we send and retain them from school. Slight inconveniences are considered sufficient cause for retaining, and vice versa. Hence we conclude compulsory education is what we need. For until law compels us to be intelligent we will be ignorant. Experience has taught us that private, select and subscription schools cannot bring about the desired effect—"universal education"—neither can common schools effect universal education, while in the hands and power of ignorant children, and indifferent parents.

The law should not only place education within the reach of children, but compel them to get it; if compelled to pursue in this direction, we will doubtless possess the object; if not, ignorance and degradation will be the result.

To this must be added, higher grade certificates for professional teachers; that we may have the wisest to teach the pupil and the citizen.

We need legislators more interested in education.

We need more readers of the AMERICAN JOURNAL OF EDUCATION.
HERBERT DERR.

MANAGEMENT OF SPECIAL CASES.

"Kindness with firmness conquers."

IN 18— I was teaching in the State of Kentucky.

About four miles distant lived a well-to-do farmer, who had two sons—aged eleven and twelve—notorious for their mischief and meanness in school. On Christmas day I met their father upon the road. He stopped me, and said, "Have you any room for two bad boys in your school?" "Yes, sir," said I, "you may start them New Year's, as school reopens that day." "Well," said the farmer, "I will send them; but see here, let me post you; for they are the most audacious scamps in this section, and you will have to whip them twice a day or you will never be able to manage them." "Ah, well," I said, "send them on, and I will try them two weeks, and if I find it necessary to whip them I will send them home,

and will not charge you one cent for tuition.

On the re-opening of school, these two boys walked into my school, while all eyes were upon them. The children all knew them, and it was easy to see predicted trouble with these boys.

The first day they were very quiet, but did little work.

The second day they began their mischief, and, towards its close, grew quite bold, and I began to think their father had fairly reported the case. What was to be done? was the question I that night tried to settle satisfactorily to myself.

The third morning they entered school bent on mischief. Every action showed their intention. I only talked and advised, for well I knew I could never effect any permanent good by administering the remedy they seemed intent on meriting.

Toward the latter part of the afternoon they came to their recitation, but knew nothing about the lesson. I excused them, sent them to their seats, and notified them to remain after school. From that time they pouted, thrust their boot-heels against the floor, made wry faces at the other pupils, and kept up a constant turmoil until time to close school. School adjourned; the pupils marched out; I and my prisoners held the fort. They went quietly to work on their lesson, now and then casting a glance at me. I took my seat at my table and began writing; for half an hour not a word was spoken, and silence reigned where confusion had held sway.

Suddenly I broke the silence by saying: "Can either of you boys inform me how far it is to Louisville?" This brought the ready response from the older boy, "Just fifty miles." "How do you know," I asked. He replied immediately, "My father told me so." At this moment I walked down to where he was and took a seat in front of, and facing him. I talked with him about the country, his home and his history. I found him apt and ready to converse upon general subjects. Finally I said, "John, can you tell me why it is your father stays at home and works out in the cold, while you are shut up in a warm room?" With quick reply he said, "Ah! my father don't mind the work nor the cold, but he sends me to school to learn." This he said with a cheerful countenance. So now I put the leading questions: "John, which do you prefer to become, an intelligent, honest, useful man, or a lazy, stupid, trifling chap?" At this he looked me square in the face, and replied, "I want to be just as smart a man as I can." "Well, John," said I, "Have I mistreated you since you started to school to me?" "No, sir," was his ready reply. "Now, John," I asked, "have you treated me as kindly as I have you?" Just then I noticed a tear trickle down John's cheek, and I felt that I had gained a victory; sure enough I had, for John laid down his book, straightened himself up, and said: "You are the first

teacher that ever spoke a kind word to me or ever gave me any encouragement to be a true man; and I am now willing to promise you that I will, from this very hour, turn over a new leaf, and will never intentionally cause you any more trouble." I said, "You may go, John; for I believe you are an honest boy, and that we will be fast friends in the future." He took up his hat, walked quietly to the door and passed out. Frank, the younger boy, appeared restless. I now thought to lay siege to him, but when I said: "Now, Frank, I want to have a talk with you," Frank was ready to yield. He broke out crying, at the same time begging me to let him off and he would never be any more trouble while he came to school, but would try to be the best boy in school. I told him that was all I wanted, and he could go, which he did very orderly. Those boys attended my school five months but never were a source of any trouble to me. On the contrary, they proved true to their promise and were my brightest, most obedient pupils from that time onward. Kindness conquered in this case, as it will in most cases.

W. E. COLEMAN.

LIBERTY, Mo.

THE STATE NORMAL SCHOOLS.

BY DR. S. S. LAWS,
(President of State University—Missouri).

Editors Journal:

I do not complain, but I do regret that you found it convenient and practicable to publish only about two-thirds of my letter on these schools. Not to speak of other matter, one of your associate editors, the Rev. Dr. Shannon, Superintendent of our Public Schools, who signed himself to his first "Chapter of Errors," a "Member of the Board of Regents," has already occupied as much space as was accorded to the letter itself and he is not yet through. This reverend official not only calls in question my intelligence and consistency, of which I do not complain, as the reason of his doing so may be his own fault or misfortune; but he assaults me personally by impugning my motives and questioning my honesty in this discussion, with a frequency and in ways that seem to be studiously and intentionally offensive. Ordinarily, abuse is the evidence of weakness, nor do I think this case an exception to that rule. The wily artifice, "if you have no case abuse your adversary," is stale, easily detected by a practiced eye and can only mislead the unwary. To such personal offenses it is very easy to answer, you are another! but from considerations of self-respect, if for no other reason, I do not propose to do so.

The subject is certainly one of legitimate discussion, no party having a monopoly of it; and my letter is studiously courteous, using very decided language touching the subject, and wholly avoiding all personal allusions. As the occasion of this offensive bearing on the part of this public

official, which he is not at liberty to indulge unrebuked toward any citizen, and much less toward one who is his superior in age and experience in the very line of business under consideration, cannot properly be found in my letter nor in the subject itself being a forbidden one, I will proceed to consider his "review," after stating a single fact, for the value it may have in throwing light on this offensive feature of his discussion which must have surprised and mortified his judicious friends.

Last spring, when, as the circular on which he wrote me stated, there were "no less than five candidates in the field canvassing for the office of State Superintendent of Public Schools," Dr. Shannon sought my indorsement, doubtless for use in the canvass in connection with the indorsement of other and worthy parties. However, I declined to give it, (for a reason assigned, which reason he attempted to remove). I will say, however, that, although he did not succeed in using me or my official position in his interest and against others, as he desired, yet no man can testify that I did or said aught against himself in that canvass. Of course he is at liberty to publish every word of all the correspondence that has ever taken place between us, as there never has been any actual or implied confidence in it.

For the sake of brevity and convenience, I will put what little I have to say at present under the following heads:

1. The relation of the Normals to the Law.
2. The relations of the Common Schools to the Law.
3. The relation of the Normals and Common Schools to each other; and
4. Finally, the relations of both the Normals and Common Schools to other educational institutions of Missouri.

I. As to the relation of our State Normal Schools to the law, my letter makes the following strictly accurate statement:

"The University and the district schools of Missouri have a constitutional existence; (see first and all succeeding constitutions of the State, also catalogues of University 1877, pp. 7-8, and 1878, pp. 4-5); whereas the Normals have only a statutory existence, and hence a place subordinate and subservient."

January 5, 1876, less than three years ago, "R. D. Shannon, Superintendent" reported to Gov. Hardin, "We have what we are pleased to style 'a system of Normal Schools;' and yet the laws relating to their management are perhaps most conspicuous for their lack of method, uniformity and system." What "laws" have been enacted since that time extricating them from this official criticism?

However, I am not aware of having questioned the fact of common information, that the direction of "the course of instruction" therein, provided it be such as is "taught in Normal Schools," is left by the law entirely to the discretion of their Boards of Regents. The whole pur-

pose of my letter, assuming as it does the legal status to be a thing known and acknowledged by all, is to point out the reason of the case which should govern in the exercise of that undisputed discretion.

It is well known that the continued existence of the Normals from year to year depends entirely on the discretion or good pleasure of the Legislature, and hence that their safety and success must rest on an ever-present and perpetual reason which will control the judgment of that body in their favor. We are but slightly concerned about the "intentions" of the past, entertained by those who founded them, as their intentions might have been very wild and unjust, and yet we may now find and recognize a sufficient reason for their present and future continuance and support. It is this vital point which I have attempted to seize and set forth so plainly as not to be misunderstood. I say:

The reason for the existence (the present and continued existence) of these Normal Schools must be found in their supplying the ten thousand district schools of the State with teachers.

And again:

This follows logically and inevitably from the fundamental proposition which underlies every intelligent view or act respecting them, viz: That the reason for their existence, as State institutions, must be found in their fruits in raising up teachers for the district schools of the State.

II. But, in the second place, it was proposed to consider the relations of the Common Schools to the law. This is not misrepresented in my letter. That letter states this point thus:

The work to be done in the Normal Schools, therefore, is properly determined by the work to be done in the district schools. The work of the district school is defined by the law and is not left to the theoretic fancies of school teachers.

Section 33.—Public School Laws of Missouri:

(a) No person shall be granted a certificate to teach in the public schools established under the provisions of this act, who is not of good moral character, and qualified to teach Orthography, Reading, Penmanship, Arithmetic, English Grammar, Modern Geography, the History of the United States and Civil Government.

(b) No certificate shall be granted for a longer period than one year, unless the person examined, in addition to the above, is found capable of imparting instruction in the elements of the Natural Sciences and Physiology.

And again:

If confined to their legitimate work they can render us an invaluable service: and I mean by their legitimate work, the doing of the work which the law itself prescribes as the work of the district schools.

Our Superintendent of the Public Schools, who of course ought to know, actually ridicules this view of the relation of our public schools to the law. Here is his language:

Recurring to his (Laws') second proposition, that "the work of the district school is defined by the law," I deny it. . . The Doctor has not only *strangely* but, in his own language "radically miscon-

ceived" the school law. Is he blind? Rather, how shall we account for his blindness? He says the law so specifically limits the course of study in the public schools as to name the branches, and he offers in support of this statement—what? A section of the law *fixing the qualification one must possess to obtain a certificate, ENTITLING HIM TO TEACH!* Comment is unnecessary.

The law does not and never did prescribe and limit the course of study for the public schools, but has always, wisely, left it to the people and their school officers.

There is a story of some negroes sleeping before a camp fire, when one of them who was awake, on seeing a chunk break off and roll down against a "nigger's" foot, chuckled, saying—"Ah! nigger, ye'll ketch it d'rectly!" In a few moments he jumped and yelled. The chunk was against his own foot.

It would be cruel to deprive Dr. Shannon of the felicity and glory of pointedly and completely answering himself.

There are three lines of evidence which converge upon this issue. 1st. The official "instructions for carrying into execution" the school law. The school law (section 47) requires these instructions to be printed and circulated with the law. On page 58 of the last edition, 1877, we find the following official instruction or interpretation of the law quoted in my letter. He says: (*Italics mine*).

The law implies that all the branches named in section 33 as being required of a teacher to entitle him to a second grade certificate, shall be taught in the district school, and that the school shall be so graded that pupils who have passed the elementary branches, may receive a fair proportion of the time and attention of the teacher in the higher branches.

It is here argued that certain things are to be taught, because the teacher is required to understand them as a qualification for teaching.

But several other sections of the law bear directly on this point. I will quote a portion of them. It is provided by

Sec. 32. No teacher shall be employed in any school supported by the public funds, or any part thereof, until he has received a certificate of qualification therefor, signed by the commissioner of the county where he or she intends to teach, except those holding certificates from the State Superintendent, and then in force.

And by

Sec. 39. "The commissioner must be satisfied that the applicant presenting himself is qualified as prescribed in section 33 of this act."

Does not the law, then, control the people and their school officers as to the work to be done and paid for with the public school money?

In the third place, the business of the Superintendent's office is conducted on the assumption and assertion that the work actually done in the public schools is "required by law." The Superintendent issues two grades of certificates: a second grade for "the elementary branches;" and a first grade for "the higher branches." The authority for issuing the lower or

second grade is clause (a) in section 33 of the school law, as quoted above, and for first grade, clause (b). I presume that there is, and can be, no question but that this is the foundation of the two grades of certificates. I have no occasion just now to notice the refinement of two classes of each grade, making four classes of certificates which are issued to the county commissioners in blank, with the subjects printed in their face. But in each of the four classes, the certification is given to what is ostensibly and avowedly "required by law" and on the basis of which the party certified is "given authority to teach in the public schools."

CALIFORNIA SCHOOLS.

Vessalia. The Normal School, McPhail and Orr, Principals, is flourishing. The public schools, W. C. McAdams, Principal; 502 enrolled; 450 average. In this county there are 9 Missouri teachers, and all doing well. *Reading.* E. H. Walker, Principal; 3 teachers; 150 enrolled; 10 months. California has the best school system in the world.

MISSOURI SCHOOLS.

Rochport. W. H. Drake, Principal; 5 teachers; enrolled, 256; average, 214; nine months. The principal has had charge for 5 years.

Popular education is making decided advances in Atchison county. The examination questions furnished by the State Superintendent are used with excellent results. A graded Normal Institute of four weeks will be held at Rochport next August. Money nearly raised.

Albany. Good institute during holidays. The teachers are determined that Harrison county shall not lag in the educational work. Live educational columns are sustained.

Columbia. Christian College, G. S. Bryant, President, is in a prosperous condition, notwithstanding the hard times. The President is a genuine educator, and fully up to the times.

Stephens College is doing a grand work also. President Rider is an earnest, conscientious teacher, of large experience, and is conducting a first-class institution.

Amazonia. E. C. Alkirs; 60 pupils; 6 months; educational columns sustained; popular education is growing into public favor in Andrew county.

Lewistown. R. Winter; 31 pupils; 6 months. Education at a stand still in Lewis county.

New Frankfort, Mo.—New Frankfort Public School, R. Gaines Robertson, Principal. Enrollment, 78; average attendance, 72; term, six months. Two teachers. Educational interest in Salem Co. is good, and growing better. County Teachers' Institute semi-annually, well attended, Christmas and August.

School Management.

BY J. BALDWIN.

THE nineteenth century abounds in surprises and stupendous achievements. School architecture is rich in monuments of progress. Marvelous has been the transition from



THE OLD LOG SCHOOL HOUSE.

with its huge fire place, its puncheon floor, its clap-board roof, its greased paper windows, and its



OLD SLAB SEATS.

to the educational palaces of our towns and cities. Between these extremes our school architecture is infinitely varied. But in most of the States the country school house is still comparatively a rude structure; unsightly, uncomfortable and unhealthy; poorly lighted, poorly heated, poorly ventilated and poorly adapted to school work. The resulting loss cannot be estimated in dollars and cents; millions of immortals suffer irreparable loss. Whoever contributes to the elevation of school architecture in the rural districts, deserves to be crowned as a benefactor. Within a quarter of a century new school buildings will be erected in nearly all the rural districts of the several States. No means should be spared to induce school officers to make these structures the best of their kind.



O. B. Clarke, Architect. St. Louis, Mo.

SCHOOL ARCHITECTS.

This is the age of specialists. Division of labor enables each worker to become highly proficient in his specialty. The school architect is a specialist of great value to society. It pays to consult him. A country school house to cost \$800 is to be built; \$50 will secure plan and specifications,—the result of long years of thought; \$50 will bring blessings to generations of precious children. Where immortal minds are concerned, the best is the cheapest.

1. *School Boards.* You pay skilled workmen to repair your watches, to shoe your horses, to manage your cases in court, and to administer medicine to your families. Can you afford to employ unskilled workmen to plan your school houses?

2. *Take up the school buildings of your county with their surroundings.* Plant them in a village; examine them; study them. These motley, unshapely, repulsive, miserable structures were planned by school boards or common carpenters. You are thoroughly disgusted. You are ready to anathematize the stupid blunderers. It is well. You will pursue a different course. You will command the highest skill. Your school house will be a model. Blessings on your wise heads and noble hearts!

3. *School Architects not common architects.* Only those who have made a profound study of school economy are prepared to plan a school building. On this point great wisdom is necessary.

4. *Follow Plans.* The whole is planned with reference to school work. Any change may mar all. It is safe to follow skilled counsel.

UTILITY AND BEAUTY.

In the school building utility and beauty should be combined. Everywhere nature teaches this lesson. "Thousands for utility and not a dollar for beauty," is not a fit motto for civilized communities; it is beneath the intelligence of the savage.

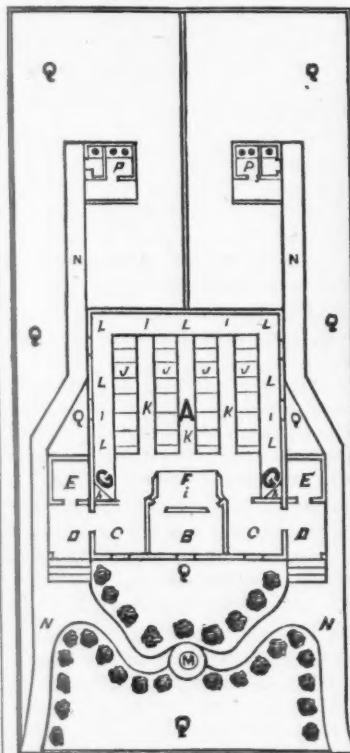
1. *The Cost.* Beauty adds but little to the cost. It is an affair of proportions, of form, of adaptation, of color. The style of school architecture should be simple and chaste. Nothing gaudy or extravagant is permissible.

2. *Beauty Pays.* That "A thing of beauty is a joy forever," is nowhere truer than here. "What a beautiful school house!" This emotion welling up in the heart of every child, of every stranger is a perpetual joy. Such a building cultivates the taste of the entire community. It elevates; it pays.

SIZE OF BUILDINGS.

In general, a school building should be commodious. As a minimum, 9 square feet of floor space, and 108 cubic feet of air space should be provided for each pupil. The height of the ceiling should be from 12 to 15 feet. A room 26x28x13 feet will give nearly 150 feet of space to each of 64 pupils. When the number of pupils exceeds 64, another room should be added and the school should be graded. Men work for results. Commodious school rooms give pure air and working space. Small, low, over-crowded school-rooms, show wretched economy. A few paltry dollars must not be weighed against the health and lives of our children.

GROUND PLAN.



O. B. Clarke, Architect. St. Louis, Mo.

Here is another elevation somewhat more ornamental, but such as will delight the beholder.



O. B. Clarke, Architect. St. Louis, Mo.

LIBRARY AND CLOAK ROOMS.

Only teachers know the value and necessity of these rooms. The additional cost is inconsiderable.

1. *Library and Apparatus Room.* This room should be immediately in the rear of the teacher's platform. The door, as in the plan, will not mar the teacher's board. With such a room, a library, a cabinet, and the necessary apparatus can be accumulated and preserved. These invaluable educational instrumentalities, consisting of an Unabridged Dictionary, a set of Outline Maps, a Globe,

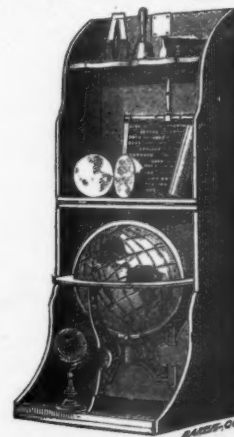
REFERENCES.

- a School room, 26x28x13.
- b Library and apparatus room, 8x10
- c Boys' and girls' wardrobe, 8x8.
- d Porticoes, 5x6x8.
- e Wood or coal rooms, 6x6x8.
- f Teacher's platform, 6x8x1 1-4.
- g Stoves.
- h Ventilating flues.
- i Platform and ventilating shaft, 3 feet, 1 1-2 feet high.
- k Aisles, 2 feet wide.
- l Blackboards, 4 feet wide, all round the room.

The above cut gives an excellent ground plan for a country school house. From this may be constructed a great variety of elevations. Here is one that will be much admired for its chaste and simple beauty.



O. B. Clarke, Architect. St. Louis, Mo.



Cube Root Blocks, Object Teaching Forms and Solids, Reading Charts, Writing Charts, a Bell, a Magnet, a Numeral Frame, and a Thermometer—the total cost of which need not exceed \$60 to \$75, can, and will be procured and preserved in good condition for years, if a place is thus provided to keep them—and the teacher will not only do very much more work, but very much better work with these helps than without them. Every child, too, gets the benefit of all these aids, in this way, at a very trifling expense.

2. *Cloak Rooms.* Separate cloak rooms and separate entrances should be provided for the boys and the girls. These rooms need not be larger than 8x8 feet. One side of each room should have four tiers of boxes, 12 inches deep and 8 inches high; 32 boxes in each room,—one for each pupil. The other sides of these rooms should be provided with hooks or pegs.

3. *Porticos.* A small portico, 5x6 feet, at each entrance is desirable. Many reasons for these will suggest themselves.

4. *Fuel Rooms,* 6x6 feet, may be built in connection with the porticos. The door from fuel room opens into the portico, never into the school room. This seems to be the best possible arrangement. Here may be deposited fuel sufficient for months. Economy, convenience, health,—are the considerations. It is a marvelous fact, that, at the close of this nineteenth century, more than half of the schools of the rural districts leave their fuel without shelter.

5. *Out buildings.* A tight fence, covered with vines, passes from the rear of the building back. The out buildings, with deep vaults, should not be placed too far back. They should be kept clean and free from marks.

HEATING AND VENTILATION.

Nothing connected with school architecture is more difficult or more important. It is frightful to contemplate the suffering and death resulting from the lack of a knowledge of methods of heating and ventilating. But a brighter era dawns. Inventive genius has given us the means by which almost perfect heating and ventilation may be secured; and the cost is lessened rather than augmented. How often pupils are called stupid and punished, simply because they are compelled to breathe impure air! *Ventilating Stove.* "Fire on the Hearth," is one of the best. Several others are probably equally good. The principle is the same. Pure air from without is constantly heated and thrown into the room. Like the old fire place, the stove radiates heat and carries off impure air. All parts of the room are equally heated, and the air kept constantly pure.

2. *Ventilating Platform and Flue.* A platform, three feet wide and six inches high, passes around the two sides and back end of the building. The end platform has an open base. The platform leads to the ventilating flues behind the stoves. The pipes from the stoves pass up through the brick flues, thus creating a strong and constant draft. What could be more simple? Yet by this arrangement we secure pure air of about the same temperature in all parts of the room.

3. *Window Ventilation.* Dr. Hewitt, of the Minnesota State Board of Health, recommends the following plan for ventilating school rooms and houses. "Fit a board 8 inches wide on the inside of the window. See that the board fits perfectly. Raise the lower sash about eight inches. Where the lower sash overlaps the

upper, a current of air will enter, ascending in a curve to the ceiling, thus obviating the direct drafts that are so dangerous from windows raised or lowered in the usual way. The boards might be made ornamental as well as useful by carving or painting. Quite inexpensive ones might be made of white pine, decorated with scrap-book pictures simply varnished. All the windows may be thus arranged, even in the severest weather. During mild weather the school room is ventilated by lowering the windows from the top and raising them from the bottom. A draft must be avoided. All windows in school buildings should be hung with weights.

4. *Temperature.* Next in importance to having a room supplied with fresh air, is it necessary for safety and health to maintain the proper temperature. From 65 to 75° Fah. is considered best in most parts of this country. These are the extremes. Every school room should be furnished with a thermometer, and one

of the pupils should be appointed to regulate the temperature. With the ventilating stove, this can be done without great difficulty. A uniform temperature is essential to health and hard work.

5. *Place of Stoves.* Close in the corners,—never out in the room. Few things are more out of place than a stove in the middle of a school room. The ventilating stove obviates the difficulty. One stove will answer. But I find that two small stoves give better satisfaction. During moderate weather, but one need be fired.

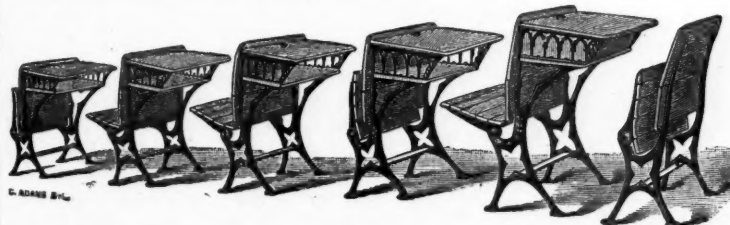
LIGHT.

The building, in the middle and western States usually fronts east or west. In warm weather this arrangement gives the full advantages of the southern winds. The curtains for windows roll at the bottom, so as to admit the light from the top of the window. Light must not be admitted from more than two sides of the room. The nearer the school room approaches the open air the better.

SCHOOL DESKS.

The patent improved school desks are, all things considered, the cheapest in the end, to buy. The "home-made desks" are apt to be clumsy and ill-shapen at best—they cost nearly as much as the improved desks in the first place. They soon become loose and rickety, and then they must be replaced by others, and when this is done you have paid more for the two lots of poor desks than the improved desks would have cost, and you still have a poor desk. So the question answers itself. It is economy to buy good desks in the first place—for these will last as long as the school house stands.

We have used for years, with entire satisfaction,



Size 5. Size 4. Size 3. Size 2. Desk, Size 1. } Back Seat, Size 1, to start the rows with.

THE FOLDING PATENT GOTHIC DESKS AND SEATS,

and can cordially endorse what Dr. Wm. T. Harris, Superintendent of Public Schools of St. Louis, says of them:

The Patent Gothic Desks and Seats, "by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses."

1. *Double desks* are preferable to single ones for most country schools. Where there are few pupils, and the building is never used for public meetings, single desks are more desirable.

2. *Position.* Uniformly, the pupils face the teacher. This position is so obviously the best as to be universally adopted.

COST OF BUILDING.

The cost of a building such as contemplated, completed and finished as indicated, varies from \$700 to \$1200, depending on the material used, and the style of architecture; taxing the district from \$70 to \$120 a year for 10 years. It pays to build good buildings, and to keep them in good repair.

STATE NORMAL SCHOOL, Kirksville, Mo.

It is worth almost as much, to a neighborhood or a school district, to put them in possession of "Webster's Unabridged Dictionary," as to build a school house.

We shall send it to you by express for only twelve subscribers to this journal at \$1 per year.

Send five 3 cent stamps if you wish a sample copy of this journal.

THAT PREMIUM.—Supt. McMurray, of Palmyra, writes as follows:

"The Premium Dictionary came to hand in good time and in good order, too. I am more than pleased with it. It ought to be put into every school-house in this State, and upon the very liberal terms you offer, I do not see why it cannot be done. I shall send you another club in a few days, to put it in another school. Every teacher ought to secure this invaluable aid!"

WOMEN AS TEACHERS.

[An address before the Monroe County, Tenn., Institute, by Rev. J. H. Brunner, D. D., President of Hiwassee College].

[Continued].

TO-day there are more women than men in our country pursuing a course of higher education. What an advance in a few hundred years!

The progress hitherto made in this cause, has tended all the while to the elevation of the race. No truly womanly duty has been neglected. Educated women are not less disposed than others to make home comfortable or their husbands happy! Not less sweet and inspiring are the words and smiles of a wife, a mother, a sweetheart, because she is an educated woman. Her society is doubly dear when polished and full of wisdom and sympathy—all the better when head and heart are refined.

As long as her education was neglected, of course she was shut out from the office of teacher in our public schools. Now that she is educated, as well as the sterner sex, how does it happen that in these Southern States she is still practically ignored as a teacher.

In the long ago, when she was shut out from instruction, a woman capable of teaching was about as rare as a white crow, and about as much picked at by her fellows! A writer in the 13th century thus mirrored the sentiment of his age, as to female duty: "Knowing how to pray to God and love her man, and to knit and sew!" But as woman gradually won her way to higher culture, it was found that she made an excellent teacher in primary instruction. And to-day in the United States the number of female teachers far exceeds the number of male instructors. I repeat the fact, to-day in the United States there are more women than men engaged in teaching!

According to the census last taken there were in the United States 169,577 teachers—of these 126,822 were women, and only 42,755 were men! That is, 74 out of every 100 were women. What an advance in a few centuries!

In practical, money-making, hard-sense New England, we find the largest per cent. of female teachers.

In Massachusetts, 88 per cent.

In Maine, summer, 97 per cent.; in winter, 55 per cent.; average, 71 per cent.

In Connecticut about the same.

In Vermont, 90 per cent.

In New York State, 67 per cent.

In New York city, 90 per cent.

In Boston, 85 per cent.

In St. Louis, the best regulated city in the United States, 92 per cent., leaving eight blessed men in 100.

Here in Tennessee, where we have met in convention, the male teachers out-number the female teachers in most of the counties. But, as a rule, the more enlightened the sections, the larger the ratio of women as teachers; the more illiterate the counties, the greater the opposition to employing female teachers. And so we

find it among the governments of Europe.

The reasons adduced for the employment of women as teachers may be given briefly as follows:

1. The Heaven-ordained plan of placing little children under the care of women, whose quicker sympathies and better tact give her superior fitness for the task imposed.

2. As women have greater practice, and as "practice makes perfect," they have greater skill in the work of moulding the youthful mind.

3. As children have been accustomed to the milder voice and gentler manner of women, their sensitive natures revolt at the harsher tones and bearded face of the sterner sex. Beardless, smooth-voiced ladies they prefer to hirsute, warrior-like men.

4. There is but a limited number of callings in which it is considered proper for women to engage. And as this is regarded as an honorable business, women may here find a pleasant employment.

5. The better compensation paid women here, when compared with other employments in life.

The fact that men of talent and enterprise can elsewhere find greater wages, induces many to quit this field for other business pursuits.

7. Women are often preferred by school-boards because of their greater readiness to carry out favorite or improved methods. You can rely upon women to follow the fashions, you know!

8. The greater fidelity of women to fill their engagements.

"For when she says she will,
She will,
You may depend upon it:
And when she says she won't,
She won't,
And there's the end on it!"

9. Economy—as women's wages are generally lower than men's. But after proper trial, a change is very noticeable, for many States and cities now give to women the same salaries they pay to men holding the same grade of certificate. So it is in California; so it is in St. Louis; and "so mote it be" in Tennessee and all our Southern States!

10. An often over-looked fact: Women are more earnest and devoted—have more enthusiasm—than men, in their appropriate callings.

11. Men have more courage to face danger; but not so much patient endurance as women. Endurance, and not courage, is what we need in the school-room.

12. There is a magical power in symmetry, grace and melody—a combination more strikingly exemplified in woman than in man. Hence she sways even ruder natures where a Hercules might make mangled fragments. Man has greater physical strength, but that is a quality out of place in the school-room, however desirable it may be in felling forests, in harvesting crops, in rigging ships, or in handling the dire engines of war.

There is one drawback in the employment of women as teachers. It is

this, fewer females than males make teaching a life work. Men marry and continue their pedagogy as a profession. But when women marry they generally relinquish the school-room, unless recalled to it by misfortune or widowhood.

In my own experience, I have preferred women as teachers of my own children, both boys and girls, and the results have more than met my expectations.

In Tennessee, and in the South generally, we ought to have a larger—a much larger—percentage of female teachers. To this measure I give my voice, and pledge my vote whenever needed. In its favor I ask your cordial co-operation.

KANSAS CITY SCHOOLS.

Editors Journal:

IT was my good fortune to visit the Kansas City Public Schools during their first quarterly examination, and so pleased was I, that I wish to tell what my conclusions were, that teachers who have ambition to do as well as the best, may become acquainted with and put in practice the system used in Kansas City. My conclusions are:

1. Pupils who are required to pass a written examination once a quarter do better work than those who do not.

2. Teachers whose pupils are required to pass such an examination are better teachers.

3. Pupils may be taught to prepare papers in such a way as to command the admiration of those who look them over.

4. The Kansas City schools prepare the most beautiful papers made West of the Mississippi River.

5. Pupils will grade their own examination papers with as much care as the teacher, and quite as accurately, thus relieving the teacher of a great burden.

This is no puff for the above excellent schools, but designed to call the attention of teachers to what can be done with great profit. Any who wish to see the papers can get specimens from Supt. Greenwood, by addressing him at Kansas City.

O. P. Q.

COLLEGE PREPARATORIES.

Editors Journal:

THE Iowa State University has, for several years, felt the Preparatory to be an incubus, and it is now determined that after this year the Preparatory shall be abolished. This policy is sound in theory, and will undoubtedly work well in practice.

The Iowa University will exert the utmost influence to develop the high schools of the State. In these the pupils will be prepared for the universities and the colleges. Let all the other collegiate institutions in Iowa follow the example of its State University, and ten years will give to that State the best school system in the Union.

The Missouri State University ought, for reasons many and weighty, to pursue a course similar to that of

the Iowa State University. We need to build up a system of high schools, in which our young people may prepare for college. Such a system would give us ten college students where we now have one; it would fill to overflowing our universities and colleges.

We call upon these universities, in their own interest and in the interest of humanity, to give all possible aid to the development of the public school system in Missouri. This system, in addition to our public schools, includes the establishment of a high school in every city, village, and township.

A.

Reply to Dr. Laws on the "Missouri Normals."

COL. WM. F. SWITZLER—Dear Sir: In your editorial notice of Dr. Laws' response to my criticisms, you say, "In July of the present year, Dr. Laws, President of the University of Missouri, published a circular letter in which he sought to define," etc. "His views, as thus presented, have been the subject, in some quarters, of adverse criticism, notably by Dr. Shannon, State Superintendent of Public Instruction, in the JOURNAL OF EDUCATION."

This statement is liable to be misunderstood and to place me in a false light. The delegates from Boone County, in the Convention, who felt mortified over, and pronounced imprecations upon the cowardly manner in which Dr. Laws undertook to prevent my nomination (by this circular letter), and who have not been reading the controversy as it progressed, as well as others, may conclude that I was moved to my reply by a personal sting. Let the following statement of the course pursued by me correct any such impression and answer the false insinuation of the first part of the Doctor's article, to which you allude, that the manner of my reply to him is the manifestation of personal spleen.

Dr. Laws launched this circular letter on the Convention in July. I did not reply to it, and did not intend to do so, because of its personal nature. On the 8th of August he wrote me an unprovoked, unmanly, and most insulting private letter. To this I made no public reply, but answered it privately, as it deserved to be answered. Still I did not answer his July letter. Later, he folded this same circular letter, placed it in his catalogues and sent it all over the State—sending a dozen copies to me. I still had no thought of answering it through the public prints. In September, its character as a circular letter being changed, it began its appearance as an educational article in Mr. Merwin's JOURNAL OF EDUCATION. In this form I felt that its misrepresentations ought to be answered, in justice to our educational interests. But, remembering its personal object, when issued in July, I felt a great reluctance to do this needed work; and hence wrote to an eminent educator, not at all connected with the Normals, urging him to furnish the reply, which I had been

told he was preparing for publication at once. This gentleman wrote me he had selected another time and place for his answer, and urged me not to keep silent.

Thus, you see, I have not to this day criticised "his views, as thus presented" (namely, by "circular letter.") In pointing out the erroneous impression likely to follow your manner of putting the case, I wholly acquit you of any intentional injustice.

You further say Dr. Laws defends his views with "irrefutable arguments." On this point I take issue with you, and expect in this reply to show you that he stultifies himself amazingly. If you are surprised at this statement, I would tell you that I have been astounded at the existence of the facts, which have not only justified me in doing so, but which have demanded that I should arraign him for inconsistency, misrepresentation, and positive self-contradiction. In the very article which you commend, he explicitly denies having written that which is, nevertheless, plainly and positively said in his circular letter, and which he makes the pivotal point of his attack upon the Normals. But to the Doctor's article more directly.

He reads me a lesson upon the subjects of etiquette and courtesy. Well enough, mayhap; but those who understood both, as I verily believe, in that past full of memory's never-fading treasures, studiously and unremittently impressed upon my mind the principles of both. They filled my mind—and, I may as well add, my heart—with a reverence for both. I was more impressive than I am today, and I am afraid the Doctor is too sweet-tempered and gentle—the whole State long since recognized in him the "amiable and patient school-teacher" he describes himself to be—to succeed in giving me a new lesson. I believe I shall continue to walk in the old paths marked out by those who sleep, and hallow the ground, not far west of the Doctor's residence, and politely decline to study under the kind and self-appointed teacher of my maturer years. I can apologise, Doctor, but I must decline.

He puts on an air of injured innocence and lustily shouts *persecution*. I am not moved to much pity by the wail. One thing which renders my exposure of his misstatements "offensive" and discourteous is the fact that he is my "superior in age." Well, perhaps a man ought never to contradict the statements of an older man, no matter how untrue and pernicious, and no matter how they may affect the duties of the younger man; but I have not so learned. Perhaps it is no difference how old the younger man may be so long as the author of the false statement is his "superior in age."

Excuse my lack of gravity, dear Doctor, upon so sober a theme. Your rule strikes my dull intellect as so ridiculous, I cannot repress the smile: I mean no disrespect to your "superior age." When I grow a little older,

my mind may become mature enough to appreciate this view of the subject.

He accuses me of personal abuse of himself, "in ways that seem to be studiously and intentionally offensive." I am sorry, almost to tears if, in the discharge of what I regard my solemn duty (mistakenly, perhaps), by proving his statements untrue I offend this "amiable and patient teacher" of "superior age." The case stands thus: If, for instance, in attacking the management of the Normal Schools, Dr. Laws should assert that the Regents had appointed John Reno, Joe Fore, and an exiled Bashi Bazouk as principals, it would be unbecoming and discourteous for me, a Regent, to say that the statement was untrue; because, forsooth, I am not so old as my accuser. Away with such nonsense and child's play! The issue is joined. Dr. Laws, in attack, has made reckless and untrue statements, which, in defense, I as positively deny. Let us both stand or fall by the facts, and not indulge in whining. In disproving a false statement and in pointing out an error, one is compelled to name the author. If this be "personal abuse" the Doctor must "grin and bear it." I am going deep enough, at any rate, to lift the "scarf-skin," and if he becomes fretful and restless it is possible the operation may become *hypo-dermic*, now and then.

In my last article for the JOURNAL OF EDUCATION, I declared that not an important statement upon which Dr. Laws based his attack upon the Normals was true. Not the slightest disposition is felt to modify a syllable of that assertion. I pointed out numerous misrepresentations and accompanied them with irrefragable proof of their falseness. For example, he stated broadly that "about one-fourth" of two hundred advanced students, in these Normals "are employed as teachers of those in the first two years part of the course." I said this was a false statement, and proved it. Yet the most serious argument he constructed against the manner of conducting the Normals, was based upon this false statement.

Perhaps I should have permitted the odium of this statement to attach to the Normals—for whose management I am partly responsible—because he who made it is my "superior in age and experience." Perhaps I should have forgotten that these Normals are State Institutions, and that I, as State Superintendent, have a legal relation to them. Perhaps, in contradicting the statement of my senior I have been guilty of a breach of etiquette. If what I have done be discourteous, I wish to intensify that discourtesy by repeating the offensive assertion, and by adding to it the statement that such "facts" as he alleged never did exist.

Again, he says that in Missouri "we have no high or intermediate schools, and our Normals, as our University, must grind the grist that comes to it from our Missouri soil." Perhaps it is immodest, discourteous, offensive and all that for me to say that there

is not the semblance of truth in this positive and unequivocal assertion; yet I so declare, and state that we not only have high and intermediate schools in every direction (I feel like blushing over the necessity for stating such a well-known fact), but that our school laws expressly provide for them.

Let us examine a statement or two on which Doctor Laws bases his "irrefutable arguments."

For the purpose of getting a concise view of his argument I condensed it into the form of a syllogism, of which the first premise was:

"The Normal Schools were established for the purpose of instructing teachers in the branches taught in the district (or ungraded) schools, only."

He says this misrepresents him, and adds: "I have already shown that my letter raises no question whatever as to the purpose of establishing the Normals." There is no use of wasting time on this point, while the language of his letter will settle the dispute. Hear him:

"I feel bound to say that the present management of the Normal School interest is, in my judgment, a crime against the educational interests of Missouri."

I cannot enter into detail, but allow me to enunciate the case in a few concise propositions, as

1. The reason for the existence of these Normal Schools must be found in their supplying the ten thousand district schools of the State with teachers.

2. The work to be done in the Normal schools, therefore, is properly determined by the work to be done in the district schools. The work of the district school is defined by the law and is not left to the theoretic fancies of school teachers."

* * * * *

"If these Normal Schools exist for the purpose of supplying teachers to our district schools, it is perfectly evident on the face of the case that they have wandered from their proper work."

Is there anything in these extracts in reference to the *purpose* of establishing the Normals? Dr. Laws says he never raised such a question. Dr. Laws wrote the above.

Any play upon the words *establish* and *exist* would be a disgraceful subterfuge. These institutions exist by virtue of law. The "purpose" of their existence is, therefore, the purpose of the law giving them existence. Giving them existence by law is "establishing;" therefore the purpose of their existence is the purpose for which they were established.

Dr. Laws not only says that my premise has no existence in what he said, but proceeds to formulate the correct (?) syllogism of his argument. It is:

"Major—Our Missouri State Normal Schools should confine themselves to such work as can be agreed upon by their friends;" [what a lovely exhibition of the sweet temper of our "amiable and patient teacher!"]

Minor—These friends can only agree upon their doing whatever work is necessary to qualify teachers as required by the Missouri common school law, therefore,

Conclusion—Our State Normals should confine themselves to the preparation of teachers for our public schools."

Whew! is this all, dear, good, kind, gentle and affectionate friend of the Normals and their managers? You only meant to scare us into goodness by a rather "big boo," eh? You covered yourself, reluctantly, with the skin of the terrible king of beasts, and bristled, and frothed and bellowed, and denounced us as perpetrators of "crime against the educational interests of Missouri," only for our sakes, and with no intention of biting? I see it all, now, very clearly. Dear me, how stupid I have been. "It is perfectly apparent on the face of the case." You did not think it proper or safe to permit the friends of the Normals to say what they desired, and to adopt measures to secure the fulfillment of their wishes; but as the sole and self-appointed guardian of their interests, keeper of their consciences, and oracle of their aims and secret longings, you felt an unselfish generosity impelling you to go before the convention of a political party, and implore it to apply the straight-jacket, in order that these friends might be enabled to do that which they so earnestly desired to do! To be sure! Strange that the friends of the Normals should have been consuming with the fever of this desire, and not one of all of them was able to tell what worried them until Dr. Laws came among them and diagnosed the disease!

Oh, what a farcical illustration of the crow story; wherein the boy is represented to have excitedly declared he had seen a *million* in one flock, but who, being pressed back by his father, at the rate of a few thousand at a time, finally, with calmness and serious countenance insisted on *one*, and with emphasis declared "he'd not drop another crow."

Let us drop the consideration of such disgusting puerility as the Doctor's syllogism presents, by the relation of a "crowning incident."

In the speech delivered "before the Kirksville Normal School in June, 1877," to which he alludes, Dr. Laws said, "the Normal Schools are not doing the work for which they were created, and if they do not confine themselves to that work they must die." Now put this in position along with the statement of his circular letter that "if they do not acquiesce in occupying their proper place, in doing their proper work in our public system of education, I unhesitatingly say they had better die, and that the sooner they die as State institutions, the better." Comparing these two statements, recur to his assertion that his "letter raises no question whatever as to the purpose of establishing the Normals," and say whether he is consistent and candid.

In another paper I expect to show the absurdity (to use no stronger term) of insisting that the law defines the work to be done in the schools. In the meantime let him ponder the decision rendered in the Circuit Court of St. Louis, by Judge Wickham, on Dec. 2nd, to the effect that the court had no jurisdiction over the question of restraining the Board from introducing into the course other than the elementary English branches. Dr. Shannon felicitates himself upon the fact that in the interpretation of the law, despite his *inferior* age and small experience, his judgment has been sustained by this august tribunal. Dr. Laws thinks he has made a discovery in my instruction to school officials. Let him wait and see. He may make another.

In conclusion, I should like to explode the deliberate, ingenious and false intimations thrown out in reference to my seeking his "endorsement * * * for use in the canvass," and in reference to his paying "twenty-four dollars for reporting" my speech, and lending it to me free of charge, etc., etc.—the implications are dastardly false; unless I misinterpret, but I do not wish to air the purely personal any more than may seem necessary and pertinent to the discussion of the subject. It is not the "Rev." Dr. Shannon, nor the Dr. Shannon with any other prefix or title which, in his playful moods, my "superior in age," experience, culture, refinement and wisdom may see fit to attach to my name, who is answering Dr. Laws as an individual, exclusively; but it is the State Superintendent versus the folly and misrepresentation of the President of the University. Let us not forget these relations.

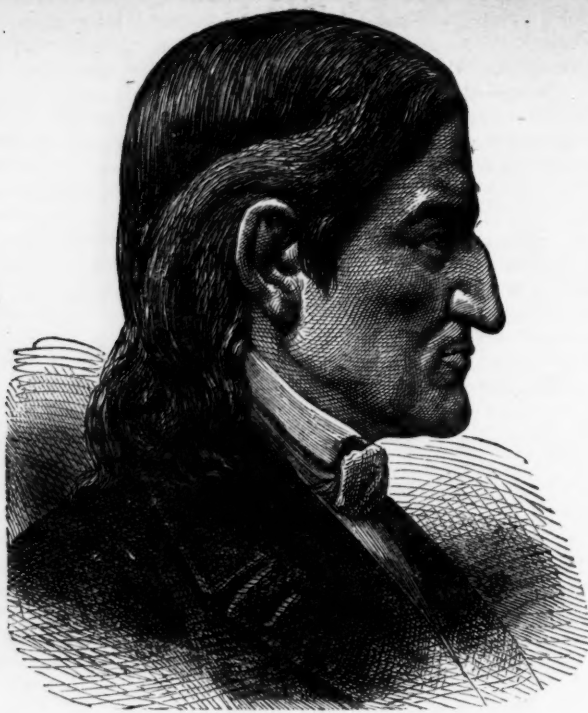
Speaking of Normal Schools, Dr. Laws says "the subject is certainly one of legitimate discussion." I respond, certainly; but not with illegitimate means, false statements. It is legitimate to accumulate wealth by trade; but not, if the accumulation comes from swindling. Success is not worth achieving at the sacrifice of self-respect. R. D. SHANNON.

IOWA SCHOOLS.

Keokuk County. H. T. Todd. The schools are doing well. The Normal Institutes are revolutionizing the educational work in this county. Of the 135 to whom certificates have been issued, 120 have subscribed for educational journals.

Moulton. The Normal School, T. C. Campbell, Principal, is increasing in numbers and popularity. The "Inter-State Normal Monthly" is a first-class educational journal, and is doing good service in several States.

LET us bear in mind that *this* journal is to help build up—to encourage—to unite—to strengthen the public schools—the private schools—the high and normal schools, and the State University. Articles that help in these directions are always wanted.



"Let us live for the Children."

F. Froebel

C. WITTER, Educational Publisher, Bookseller and Stationer, 21 South 4th Street, St. Louis.

[To whom we are indebted for the use of the above cut]—EDS.

REMINISCENCES OF FROEBEL. By B. von Marenholz-Buelow. Translated by Mrs. Horace Mann. With a life sketch by Emily Shirreff. Price \$1.50. Boston: Lee & Shepard. For sale by St. Louis Book & News Co.

The investment of one dollar and fifty cents for this book will be a wise and beneficial act. It is a most entertaining, philosophical and impressive work. Its pages disclose thoughts which will inspire every disposition to look on life with holier sentiments and profounder knowledge. The nearness of the holidays suggests it as an appropriate present.

In the latter part of May, 1849, Madam von Marenholz-Buelow, a German lady of high social position, was at the baths of Liebenstein, Germany. While out walking one day, she beheld a tall, spare old man, with long gray hair, and old-fashioned garb, heading a procession of village children. Walking two by two, the company ascended a hill, and soon became engaged in a play and song. This exercise was clearly productive of pleasure to the participants and also seemed to have meaning. Curiosity impelled the lady to make the old man's acquaintance. (It was Friedrich Froebel, the founder of that true educational system, the kindergarten). She had heard of him as possessing new ideas concerning the rearing of children, but nothing further. In the conversation that ensued he explained his method sufficiently to interest her deeply.

Play is the everhandy medium whereby life finds sweet relief from wearying influences. Playing is the sunshine that illuminates childhood's pathway. Ever in play, the little one manifests a creative instinct—wants to be making something. Froebel had remarked this, as he also had the fast forming tendency of child-nature. He considered that the time to instill right principles into the child was when its mind first showed inclination to receive knowledge. So he had devised his

kindergarten method. Mothers, he acknowledged, were the fittest teachers for their offspring, but a properly educated mother was of rare occurrence. By his system the child engaged in productive pastimes, that not only gave strength and dexterity to the limbs, but also precious principles to the mind.

Froebel's invitation to Madam Buelow to return with the party and inspect his institution for training kindergarteners, was accepted. On the way thither they discussed children, and the various modes of educating them. Froebel exposed such a pure and childlike nature, and such a profound knowledge of mental and physical phenomena, as to completely win her to his cause. From that day until his death, three years later, she was to him a confidential adviser, valuable ally and true friend. As a result of that period of beneficial intimacy, this unusually interesting book appears.

Great credit is due the translator for having so skillfully preserved and presented the writer's expressions. Nineteen tersely-written chapters are devoted to the reminiscences. Each chapter is a jewel-casket holding many precious gems. Madam Buelow's narration elicits almost as much admiration for her ability of mind as for Froebel's. One becomes convinced, as one reads [new pronoun: nom., e; pos., es; object., em], that the kindergarten system would never have been so fully understood had destiny kept her and Froebel apart. E also becomes convinced that a woman may teach the philosophy of life much more clearly and effectively than a man.

Madam Buelow was of real service to Froebel. She interested prominent educators and influential citizens, and gave the system a mighty impetus besides, by lecturing and writing essays thereon.

Speaking of her efforts, it may not be

amiss to say that they inspired a St. Louis lady to follow suit. Miss Susie Blow, a daughter of the late Hon. Henry T. Blow, was the first to introduce and popularize the kindergarten west of the Alleghenies. This estimable lady spent an entire winter with Madam Buelow, studying and teaching the system. She continues to be an active and foremost worker in the cause, particularly in her native city.

Succeeding the reminiscences of Froebel, twenty-four pages are occupied by a well-written sketch of his life. It appears that he was born in Oberweisbach, Thuringia, April 21, 1782, and died near Liebenstein, Thuringia, June 21, 1852. His father was the parish minister, an easily influenced man, but gifted with those qualities which win the love and respect of children. His mother, who had an artistic and imaginative disposition, died before he was one year old. Until he was ten, a step-mother made his home a torture-place. But, the interested reader must refer to the book itself for further particulars.

FRANCIS R. PORTER.

ORATORY AND ORATORS. By William Matthews, LL.D., author of "Getting on in the World," "The Great Conversers," "Hours With Men and Books," "Monday Chats," etc. S. C. Griggs & Co., Chicago. pp. 450. Price \$2. St. Louis Book and News Co.

This book is another "hit," both as a literary venture and financially.

Prof. Matthews is fortunate in securing S. C. Griggs & Co. as publishers of his books, and S. C. Griggs & Co., are fortunate in securing Prof. Matthews as a book-maker.

Prof. Matthews' books are very popular, because he has a way of saying good things and has wit and sense enough to put the best things together in a very attractive and taking way. The editor has one mission to perform, the orator another—both important, but quite distinct from each other, and we are in no danger of learning how to "orate" too well.

In fact, the orators are all too few, and Prof. Matthews well deserves the wide reading which his most excellent and timely book will get.

This work abounds in just those hints and helps every public speaker needs. The orator can never be supplanted by the printed page. Indeed, how few there are who can read the printed page in an attractive, intelligent manner.

Prof. Matthews' book treats of the Power and Influence of the Orator, Is Oratory a Lost Art? Qualifications of the Orator, The Orator's Trials, The Orator's Helps, The Test of Eloquence, Personalities in Debate, Political Orators, Irish Political Orators, English Political Orators, American Forensic Orators, Pulpit Orators, A Plea for Oratorical Culture. The many anecdotes and illustrations with which the book abounds, make it most entertaining apart from the instruction which it conveys. The chapters on Qualifications of the Orator, and Tests of Eloquence, emphasize as it deserves the principle that the fundamental thing necessary to make an orator is *sincerity*, a belief in the truth of what the speaker utters.

It is elegantly printed and sumptuously bound. S. C. Griggs & Co. have done so much for the intellectual life and culture of the West, that we rejoice in their success as in the success of a "best friend."

We shall do it!

We shall send the latest edition of Webster's Unabridged Dictionary, price \$12, for twelve subscribers, at \$1 per year, to this journal.

ONE of several new features which will appear during the next year in "The Literary World" (Boston), will be a series of "Short Studies of American Authors," by T. W. Higginson. These papers will be both critical and descriptive, but their subjects will not be announced in advance.

THE January number of "The North American Review" contains the following articles:

"The Fishery Award," by Senator Geo. F. Edmunds; "Unpublished Fragments of the 'Little' Period," by Thomas Moore; "Cities as Units in our Polity," by Wm. R. Martin; "The Preservation of Forests," by Felix L. Oswald; "The Solid South," by Henry Watterson; "The Pronunciation of the Latin Language," by W. W. Story; "Substance and Shadow in Finance," by George S. Boutwell; "The Cruise of the Florence," by Capt. Henry W. Howgate, and "Recent Fiction," by Richard Grant White.

After sixty-three years existence as a quarterly and bi-monthly, the "Review" with this number commences life anew by becoming a monthly. This change will produce a much greater degree of timeliness in the treatment of topics, and will add largely to the amount of matter presented in a year. The managers state that they have secured as contributors for the coming year the most eminent statesmen, scholars, litterateurs, and men of science, on both sides of the Atlantic. The subscription price remains at \$5, and the price per copy is 50 cents.

Published at 551 Broadway, N. Y., and supplied by booksellers and newsdealers generally.

THE venerable Richard H. Dana, Sen., who was editor of the "North American Review" when the boy William Cullen Bryant submitted to that periodical his poem "Thanatopsis" for publication, writes thus to Gen. Jas. Grant Wilson, author of the "Biographical Memoir of Bryant," embodied in the poets well-known "Library of Poetry and Song":

"Your memoir of my old friend Bryant was very interesting to me, and the more so as being much of it new to me. Long as we had been acquainted, we had been in the habit of talking very little about each other's course of life. What you have told about him has elevated him even higher than ever in my estimation."

And the following pertinent remarks are from the essayist, W. H. Jones, author of "Characters and Criticisms," "Literary Studies," etc.:

"The memoir of Bryant is clear, comprehensive, just and elegant, a classical work, in the best sense. It will retain a permanent value as the standard, accessible, biographical sketch of the Poet."

In going back into the Old Testament and into the little studied books of Ezra and Nehemiah, Sunday-school teachers specially need the very best kind of help. No Sunday-school periodical gives so much help as "The National Sunday School Teacher," and of better quality. The number for January is just what a teacher needs. The books are treated of the chronology and history of the times, besides full biographical and geographical notes, and explanations of "antiquities." The expository comments are likewise full, clear, helpful, and inspiring. With such material it is a pleasure to teach. The Editorial Miscellany and other departments are famed for their sense, wit, and brilliancy. "The Little Folks" is as prettily illustrated as usual, and is just

adapted for infant classes. Chicago: Adams, Blackmer & Lyon Publishing Company.

"THE FAMILY LIBRARY OF BRITISH POETRY," from the time of Chaucer down to the present day, is a recent publication of Houghton, Osgood & Co. It has been compiled by James T. Fields and Edwin P. Whipple, as competent editors as could be found among our literary men, and although its competitors are legion, yet it would seem that the book is the best that has yet appeared. We hope soon to present an extended notice of this valuable work.

A MANUSCRIPT diary of a Hessian officer who served in the English army during the Revolutionary War, has just been discovered in an antiquarian book store at Bayreuth, Bavaria. It covers the period from January, 1778 to March, 1779, and narrates the course of military operations, as well as the general events of the time.

HOUGHTON, OSGOOD & Co.'s publication, "The Vision of Echard, and Other Poems," brings together all of Whittier's poems written since the publication of his complete works in 1873. The present book is a rather small volume, but it contains some of Whittier's best and most characteristic poetry.

"PLEASANT SPOTS AROUND OXFORD," is the title of a recent English book describing the surroundings of the great English University town.

LEE & SHEPARD have published among their holiday books a number of finely illustrated ones descriptive of famous hymns. They now number four, viz.: "Nearer, My God, to Thee," by Sarah F. Adams; "Abide With Me," by Rev. Henry Francis Lyte; "Oh! Why Should the Spirit of Mortal be Proud," by William Knox, and "Rock of Ages" by Augustus Montague Toplady.

This series forms one of the choicest artistic editions of religious poetry before the public.

ONE of Henry Holt & Co.'s recent publications is "The Studio Arts," by Elizabeth Winthrop Johnson. This pleasant little book has its mission in helping those who would see and understand the beauties of art. It is not intended as a technical guide, still it contains much practical information which will be of great advantage to those infected with the prevalent craze for decorative art.

MISS LOUISA M. ALCOTT's new story, "Under the Lilacs," is one of the best of her books, and that is equivalent to saying that it is one of the most charming children's books in the language.

It has had a great sale, as it well deserves, and the number of copies disposed of rises well among the thousands.

THE latest volume of the "No Name" series, is a poetical compend to which many well-known writers have contributed, but no names are appended. The volume has the title of "A Masque of Poets." Jean Ingelow, Rossetti, William Morris, "H. H." and Susan Coolidge are some of the poets whose writings are believed to be in the volume.

MISS JEWETT, the accomplished author of "Deephaven," has recently published a volume called "Play Days." It is a series of stories for girls, very pleasantly told.

Webster's Unabridged Dictionary—latest edition, sent by express for 12 subscribers to this journal. Price of dictionary, \$12.

DODD, MEAD & Co., have recently published another book by Rev. E. P. Roe, entitled "A Face Illumined," and although the title is rather unintelligible, the public buy the work in large quantities, some fourteen thousand copies having been disposed of. All of the authors earlier works have had a very large sale, twenty-seven thousand copies of "Barriers Burned Away" having left the publishers shelves, eighteen thousand of "What Can She Do?" twenty-seven thousand of "Opening a Chestnut Burr," twenty-five thousand of "From Jest to Earnest," twenty-one thousand of "Near to Nature's Heart," and nineteen thousand of "A Knight of the XIX Century."

CHARLES SCRIBNER'S SONS, who are the publishers of the famous Lange and Speakers' Commentaries on the Bible, have just ready the first volume of what they term a Popular Commentary on the New Testament, comprising the Gospels of Matthew, Mark and Luke. The book is a large illustrated octavo, and has been carefully prepared by competent scholars. Dr. Philip Schaff was the general editor of the work.

THE "American Antiquarian" will begin the year 1879 much enlarged and improved. The price will hereafter be \$3 per year, in advance. The editors are Rev. S. D. Peet, Profs. A. Winchell, E. A. Barber, R. B. Anderson and A. S. Gottschel.

The list of contributors and correspondents includes many prominent scholars and investigators in all parts of the country. The magazine may be said to be fully established, and is worthy of confidence. Address, S. D. Peet.

ETYMOLOGY. S. S. Haldeman. Philadelphia: J. B. Lippincott & Co.

The subject of Etymology is presented in a systematic manner, according to the laws of language. The laws of the subject are not presented in as definite and complete form as would be desirable.

The general divisions of the subject and their explanation and arrangement, are excellent.

The chapter of synonyms is very fine. It gives a good list of common words having similar meaning.

THE MATHEMATICAL VISITOR.—A new edition of the first number has been issued in fine style, to complete sets.

It contains an article on the "Intrinsic Equation of a Curve," not in the original edition, inserted to fill out the last leaf. Price, 50 cents.

Copies of No. 2 can be furnished at the same price.

No. 3 will be ready in January. Price, 50 cents.

Address Artemas Martin, Erie, Pa.

"AYER & Sons Manual contains more information of value to advertisers than any other publication. Sent postpaid on receipt of 25 cents. Address N. W. Ayer & Son, Advertising Agents, Times Building, Philadelphia.

THIS is what you do for the people with an "Unabridged Dictionary." You furnish a vocabulary of 120,000 words—you furnish the equivalent of a library of 22 volumes. These 22 volumes would cost in cheap binding, \$40. You get all this and twelve copies of this journal, worth \$18, or \$58 worth of reading matter for \$12. We shall send you by express "Webster's Unabridged Dictionary," and twelve copies of this journal, postpaid, one year, for \$12.

THE recent death of William Cullen Bryant has given an impetus both to the making and the selling of books bearing his name. Quite a number of his poems have been specially prepared for the holiday season and among them is a finely illustrated edition of "Thanatopsis," one of the very earliest of the authors works, and yet hardly rivaled in popularity by any later productions. G. P. Putnam have put this beautiful poem in fine shape, and they will no doubt reap the reward in heavy sales.

HARVEY'S GRADED SPELLER. Cincinnati: Van Antwerp, Bragg & Co.

This is decidedly the best book of the kind we have seen. The plan of the work is excellent. It is strictly systematic. In Part I., orthography and etymology are combined, thus giving definitions of common words in a very attractive manner. The dictation exercises are good, and in addition to the drill in spelling which the child will get from their use, he will gain much useful knowledge.

We note the following points of excellence:

1. It is well graded throughout.
2. Diacritical marks are used throughout the work.
3. It is decidedly systematic.
4. It is practical.
5. It is attractive and interesting. B.

A. D. F. RANDOLPH & Co. are to be the American publishers of a new magazine having the title of the "Catholic Presbyterian." The magazine is of foreign origin, but will have an American editor to look after the special interests of this country.

GOOD THINGS.

WE shall, in this department, give our readers some of the best things found in the magazines.

We hope these "Magazine Clubs" will be formed again this winter, all over the West and South.

In this way, for a very trifling expense, every neighborhood can get the reading of nearly all the best publications in the country.

Sunday Afternoon is a new candidate for popular favor, and a very worthy one, too. Here is a specimen of the brave, practical way it talks:

"Do the best you can. This always remains to each of us—to do the best we can. To be pure, to be helpful, to be just, to be righteous, is in any event the one thing to live for. As Charles Kingsley wrote to his young curate, just after 'Essays and Reviews' appeared, 'Do what is right the best way you can, and wait to the end to know.' No better prescription for doubt was ever written. Anyhow, everywhere, always; in the darkest hour, in the sorest distress, in the thickest mystery, this supreme duty and privilege is still ours—to do the best we know how."

The editor says this sensible thing to the half million subscribers to the dead *Advocate*.

It is equally good for the forty million who were not subscribers to the *Advocate*.

"The man who undertakes in the way of business to furnish something for nothing, is either a visionary or a swindler,—perhaps both."

The poems in the January number are by Elizabeth Stuart Phelps, Ray Palmer, and Lucy Larcom.

In the Editor's Table are, "How Our Neighbors Live," "Sects and Schisms," and "Ghouls and a Lecturer," the lecturer being Colonel R. G. Ingersoll.

Notes on current events, and notices of books close the number.

Subscription price \$3 a year. Specimen copy, 15 cents. Address *Sunday Afternoon*, Springfield, Mass.

CHARLES KINGSLEY once said to a little girl who asked him to sing to her:—

My fairest child, I have no song to give you,

No lark could pipe to skies so cold and grey;

Yet ere we part, one lesson I can leave you,

For every day.

Be good, sweet maid, and let who will be clever;

Do noble deeds, not dream them all day long;

And so make life, death, and that vast for ever,

One grand, sweet song.

A FATAL MISTAKE.—"The Canada School Journal" says:

"One of the most fatal, yes, the most fatal mistake of young teachers is the utter disregard of their health and physical powers generally. It results directly from their ignorance of the laws of health. Most terrible are the consequences of this lamentable neglect of the plainest precautions. Any periodical like 'Hall's Journal of Health,' any books like Dr. Hall's 'Health by Good Living,' etc., Dio Lewis' 'Gymnastics,' 'Our Girls,' etc., would be the means of saving valuable lives which every year are sacrificed through ignorance. If knowledge is power, ignorance, here at any rate, is certain death. Of course, every teacher worthy of the name will gradually accumulate and digest a select library of works on Teaching and School Life.

TENNESSEE.

Mr. James M. Dalton, from Huntingdon, Tenn., writes as follows, in regard to the Premium Dictionary:

"I am pleased to say that your splendid and most invaluable premium came to hand in first-class order, and is in every respect as you represent it to be. A copy of Webster's Unabridged Dictionary should be in every school-room, if not in every household in America.

This Dictionary is a library within itself. Certainly every teacher should avail themselves of this opportunity to secure it. Your offer is the most liberal one ever made, I think."

That is a splendid offer we make. Twelve subscribers will secure you the latest edition of Webster's Unabridged Dictionary.

LET us remember all the time that the people need to be better informed as to the advantages of good schools — of longer terms — of better paid and better qualified teachers. If you have something bearing upon these points in the way of encouragement or illustration, we are glad to get it.

We want to build up and strengthen all the educational forces of the State. Public schools, private schools, high schools, normal schools, and the State University, all working for the one great purpose—to make better citizens. Let us hear on these points.

ALL matter intended for publication in this journal must be in the hands of the printer by the 20th of the month preceeding date of issue.

THE legitimate work of all our schools is to educate to the largest, broadest and fullest extent possible.

It is more education that is needed, instead of less.

WE ask our friends to send us short, helpful, hopeful, inspiring articles. No essays, no problems, no dividing of forces. Let us unite and build up, and instruct, and show the people, and the children too, the beauty and power of wisdom.

IOWA.

Official Department.

BY C. W. VON COELN, STATE SUPT.
Editors Journal:

Sundry Rulings.

1. A teacher cannot detain a scholar after school hours against the wish of the parents.
2. Territory attached under the provisions of sec. 1797, S. L. 1876, by the action of the boards and the county superintendent, can be detached now only by the provisions of sec. 1798, provided both corporations remain the same as they were when the territory was attached. See Iowa Reports, XLV, 53.
3. If authority is given to a committee of the board to make purchases, with the instruction that an order for payment can be drawn, the requirements of sec. 1733, S. L. 1876, are fulfilled. The signature of the President protects the board against injury through an unauthorized expenditure by the member who acts as committee.
4. In an organized sub-district, even though there are not fifteen persons of school age, a school must be held, unless the board are excused by the County Superintendent. If the board refuse to make the necessary provision for such school, they can be compelled to act by a writ of mandamus from a court of law, as provided for by sec. 3373, code of 1873. The board may discontinue a sub-district by a re-adjustment of boundaries, such change taking effect in March following.
5. The board may pass a resolution that teachers shall receive their pay monthly, upon the certificate of the sub-director, or of a committee of the board, that the required time has been taught.
6. A number of conventions of two or three days each, in all a couple of weeks, cannot be considered an institute, and the county cannot receive the State appropriation of \$50, intended to support an institute.

Des Moines, Dec. 20, 1878.

MISSOURI.

Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS.

Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

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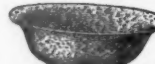
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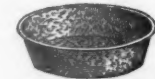
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